**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 2 Week 4 Story Title: Tops & Bottoms**

**Monday**- Use TE DI 32- 1) Preteach Phonics- Consonant Blends- Write & say the word *smart*. Ask: *What 2 consonants begin this word?* (s & m) Say: *When a word begins with 2* *consonants, their sounds are usually blended together. I don’t say /s/ /m/; I say /sm/.* Blend the word smart. Have students to blend it together. Repeat the process with the word *plan*. 2) Preview Decodable Reader 9 *His Biggest Fan*: Read/discuss words: Review the words on Decodable Reader pg 65; blend the following story words: sports, greeted, squinted, squiggle, & squeak. Discuss the meaning of the words, too. 3) Preview Decodable Reader 9 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 9 orally to the students for fluency.

**Tuesday**- Use TE DI -34- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: bottom, cheated, clever, crops, lazy, partners, & wealth 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *harvesting* & model how to decode a word with a verb ending. Say: *First I look for meaningful parts. I see the verb ending “ing”, so I look for a base word. I see harvest. I can break that into the chunk har and the chunk vest. I say all the parts of the word: har vest ing. Then I read the word: harvesting. Continue the routine with words: risky, grunted, profit, radishes, celery, & tassels*. 3) Choral/Echo read typed version of Decodable Reader 9 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI -36, 231, & 237- 1) Target Skill- Author’s Purpose with textbook page 224; Have students explain what the author’s purpose means to them. Read “Farming” pg 227 & discuss the Author’s Purpose of it. Reread pg 231 & discuss the Author’s Purpose while discussing how illustrations can help too. 2) Target Strategy- Predict with textbook page 224 & 237. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 9- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 9 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.